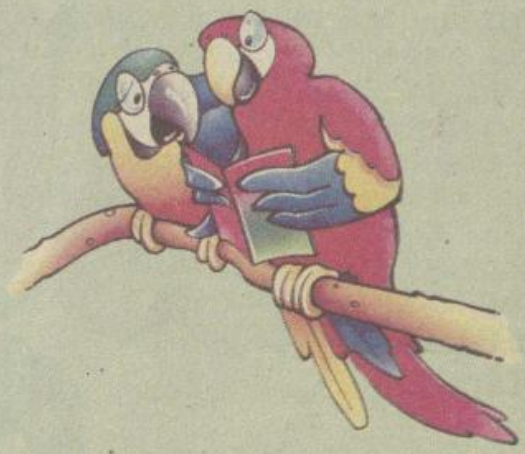
MY ENGLISH BOOK 3

SINDH TEXTBOOK BOARD, JAMSHORO.

MY ENGLISH BOOK THREE



Curriculum Wing, Textbook Production Wing
011
LIBRARY

SINDH TEXTBOOK BOARD, JAMSHORO

Published by:
Hamza & Hamza
Karachi.

All rights reserved with the Sindh Textbook Board, Jamshoro.

Prepared and Produced by the Sindh Textbook Board, Jamshoro and prescribed by the Education Department, government of Sindh for schools in the Province of Sindh.
(Reviewed by the Ministry of Education, Curriculum wing, Islamabad)

Authors
Professor Kaleem Raza Khan
Professor Talat Khan
Saleem Ahmed Khoja

Editor
Fahim Noonari

Illustrations by
Abdul Zamir Khan

Layout & Design by
Mohammad Imran Ghanchi,
(Sundas Grafiks, Karachi).

Consultant and Coordinator
Masood Ahmed Qureshi

Supervision
Chairman, Sindh Textbook Board

Printed by:
Seham Printing Press, Karachi.

PREFACE

The Sindh Textbook Board is assigned with preparation and publication of the textbooks to equip our new generation with knowledge, skills and ability to face the challenges of new millennium in the fields of Science, Technology and Humanities. The textbooks are also aimed at inculcating the ingredients of universal Islamic brotherhood and to reflect the valiant deeds of our forebears and portray the illuminating patterns of our rich cultural heritage and traditions.

To accomplish this noble task, a team of educationists, experts and working teachers has been constituted which incessantly endeavours to develop, test and improve content and design of the textbooks on the basis of the horizontal and vertical flow of informational feedback. The present intellectual product has been presented with joint efforts of the team to project the aforementioned assignment in its true perspective.

It is expected that the discerning parents, learned teachers and concerned citizens will go through it and offer their valuable opinion to the Board for bringing about improvement in the next edition.

Chairman
SINDH TEXTBOOK BOARD
JAMSHORO.

CONTENTS

UNIT No.	Name of the Unit	PAGE NO.
UNIT 1		
1.1	Listening and Speaking: Introducing yourself	1
1.2	Reading: Likes and dislikes	2
1.3	Language Practice: Pronouns	5
1.4	Writing	6
1.5	Recitation: Poem: Baa, Baa Black Sheep	7
UNIT 2		
2.1	Listening/Speaking	8
2.2	Reading Comprehension: A small village	9
2.3	Language Practice: Adjectives	11
2.3	Language Practice: Has/likes	12
2.4	Writing	14
2.5	Recitation: Fun: Out in the Garden	15
UNIT 3		
3.1	Listening and speaking	16
3.2	Reading Text: We Like Our Teachers	17
3.3	Language Practice: Adverb	20
3.4	Writing	21
3.5	Fun	
UNIT 4		
4.1	Listening and speaking: Asking, Request and Permission	23
4.2	Rainbow	24
4.3	Language Practice: Verbs	27
4.4	Writing: Colours around us	28
4.5	Fun: Guessing Game / Collecting information	29
UNIT 5		
5.1	Listening and speaking: Making a request/Thank you	30
5.2	Reading Comprehension: My Daily Activities	31
5.3	Language Practice: Simple Present Tense (Habits)	33
5.4	Writing	35
5.5	Fun	36
UNIT 6		
6.1	Listening and speaking: Asking and Answering Questions	37
6.2	Reading Text: What is the time?	38
6.3	Language Structure: Prepositions	41
6.4	Writing: Answering Questions with the help of a time-table	43
6.5	Recitation: Fun	44

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Fear Allah and be with truth.

1.1 Listening and Speaking
Introducing yourself

Listen and repeat:

Teacher's Guideline: Introduce the topic and explain the meaning of introducing. Write the salutation words 'Good morning' and 'Good afternoon' on the blackboard. Explain how they are used by calling students in front and getting them to do a role play. Let children read the dialogue on this page and practice using their own names.

1.2 Reading

Likes and dislikes

Aslam and Rehan are students of Class Three. One day, during the half-time, Aslam takes a small box out of his school bag and opens it. There are a lot of potato chips in it. He offers them to his friend Rehan.

Rehan: Oh, thank you! But I don't like potatoes.

Aslam: What do you like then?

Rehan: I like pea-nuts.

Aslam: I like them too, but I dislike chocolates.

Rehan: I love chocolates.

They finish their lunch quickly and begin talking about their favourite sports.

Rehan: Do you like to play cricket in the evening?

Aslam: No. I don't like to play cricket but I like to watch it. I love to play hockey.

Rehan: I like all the games in which I can run.

Aslam: So you like hockey, football and cricket. Well, I like to run too. It is a good fitness activity.

The bell for the end of the half-time rings and they begin walking to their classroom. They like their classroom and teachers as well. They also like reading and writing.

Exercise 1: Tick (✓) the right columns:

Items / Sports	Rehan		Aslam	
	Likes	Dislikes	Likes	Dislikes
Potato chips				
Pea-nuts				
Chocolates				
Cricket				
Hockey				
Football				
Running				
Reading				

Exercise 2: Read the text again and write down the answers to these questions:

1. Do Rehan and Aslam have same likes and dislikes?
2. Are they good students?
3. What class do they study in?
4. When were Rehan and Aslam talking about their likes and dislikes?

Exercise 3: Read the text on page 2-3 and write (✓) or (✘) in the box.

1. Aslam and Rehan are friends. ☐
2. They were talking to each other after the school. ☐
3. Playing games keeps us fit. ☐
4. Aslam did not offer his potato chips to Rehan. ☐
5. After taking their lunch, they start talking about their favourite toys. ☐
6. Hockey, Cricket and Football are out-door games. ☐
7. Aslam bought potato chips from the shop in the school. ☐
8. Rehan likes cricket. ☐
9. They like their teachers. ☐
10. They are good students ☐

1.3 Language Practice: Pronouns: I/you/we/they/he/she/it.

1. Fill in the blanks with any one of these pronouns:

I	we	you	they	he	she	it

1. _____ run very fast.

2. _____ like to play ludo.

3. _____ eat mangoes in summer.

4. _____ plays with her doll.

5. _____ flies his kite.

6. _____ like their school very much.

7. This is my cat. _____ likes meat.

2. Read the text on page 2-3 and answer the following:

see pages 2 - 3

Example:

In line 4 He refers to Aslam

In line 5 I refers to _____

In line 12 you refers to _____

In line 19 They refers to _____

Ask four students of your class these questions and write the answers below:

who writes answers?

Q.1. What food do you like?

Q.2. What colour do you like?

Student 1. Name : _____

Food : _____

Colour : _____

Student 2. Name : _____

Food : _____

Colour : _____

Student 3. Name : _____

Food : _____

Colour: _____

Student 4. Name : _____

Food : _____

Colour: _____

Read the poem and learn it by heart:

Baa, Baa, Black Sheep

Baa, baa, black sheep
Have you any wool?

Yes sir, yes sir,
Three bags full;

One for the master,
And one for the dame,

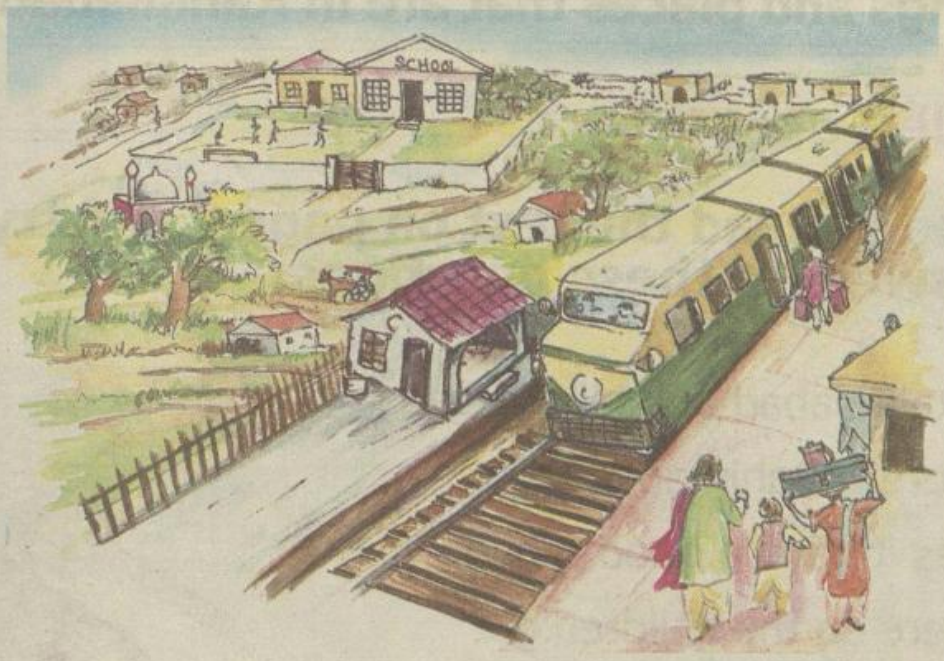
And one for the little boy
Who lives, down the lane.

2.1 Listening / Speaking
Where is ..... big / short

Where is .....?

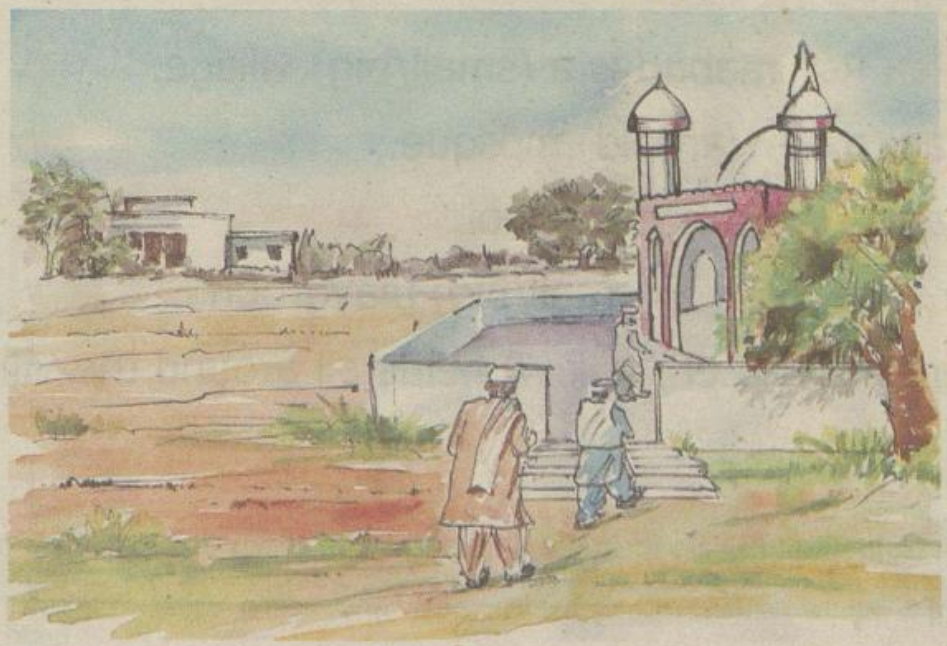
Teacher's Guideline: Begin the lesson by asking questions about objects in the classroom. For example: Where is the piece of chalk? Where is your book? Read the dialogues aloud and ask students to follow. Call two students in front of the class and ask them to perform the dialogue.

A small village



Rahimabad is a small village. It is near a railway station. It has a good school. The school has a big playground. The children go to school. They like it.

In the village there is a new mosque. There is a small dispensary also. There are green fields around. Farmers work in the fields.



Exercise 1: Look at the pictures on page 9 and name the things and places that are in Rahimabad village.

Example: School.

Exercise 2: Read the text on page 9 and try to find the answers to these questions:

1. Is Rahimabad a small village?
2. Where is Rahimabad?
3. Does it have a good school?
4. Where do the children go?
5. Are there green fields around the village?
6. Where do the farmers work?

Exercise 3: Read the text again and tick the correct word in the brackets.

Example: Rahimabad is a (small/big) village.

1. It has (a new/an old) mosque.
2. It has a (good/bad) school.
3. The school has a (small/big) playground.
4. There are (green/yellow) fields all around the village.

Teacher's Guideline: Explain to students that names of things and places are called nouns (naming words). And all the words written in the brackets are adjectives. Adjectives are words that tell us more about the nouns. Write on the blackboard and explain. Example: small village
good school

Fill in the blanks using words from the following list:

small	big	tall	short	long

Example: Saleem is a short boy.

1. An elephant is a _____ animal.

2. A rat is a _____ animal.

3. A monkey has a _____ tail.

4. A camel has a _____ tail.

5. Maryam is a _____ girl.

Animals on the farm

This is a hen.
It has feathers and a beak.
It likes to eat grains.

This is a cow.
It has two horns.
It likes to eat grass.

This is a horse.
It has long hair on its neck.
It likes to eat grass.

This is a dog.
It has sharp teeth.
It likes to eat meat and bones.

This is a duck.
It has a yellow beak.
It likes to eat worms.

This is a cat.
It has sharp paws.
It likes to eat fish.

Teacher's Guideline: Write the words 'has' and 'likes' on the blackboard and explain their meaning and use. Ask students to open their books and to look at the pictures and point out the important features. Write the words on the blackboard and emphasize the use of 'has' by writing 'A hen has feathers'. Read aloud the sentences from the book and ask students to follow. Draw students' attention to the words 'has' and 'likes'. Ask students to read the text and do the exercise on page 11.

Read the text and put a tick (✓) or cross (✘). The first one has been done for you.

	The hen	The horse	The duck	The dog	The cat
has feathers	✓				
has a yellow beak	✘				
likes grass	✘				
likes grain	✓				
has two horns	✘				
has long hair on its neck	✘				
likes worms	✘				
likes fish	✘				
has sharp teeth	✘				
has sharp paws	✘				
has two legs	✓				
has four legs	✘				

Think and write the correct answer. The first one has been done for you.

1. I have hair on my neck.
   I like grass.
   People ride on me.
   What am I?

   Horse

2. I have two horns.
   I like grass.
   I give milk.
   What am I?

3. I have feathers and a beak.
   I like grains.
   I lay eggs.
   What am I?

4. I have sharp paws.
   I like fish.
   I purr.
   What am I?

5. I have a yellow beak.
   I like worms.
   I can swim.
   What am I?

6. I have sharp teeth.
   I like meat and bones.
   I chase cats.
   What am I?

Out in the Garden

Out in the garden,
Each fine day,
With my doll,
I like to play,
I rock my doll,
Each fine day.

Out in the garden,
Each fine day,
With my ball,
I like to play,
I bounce my ball
Each fine day.

Out in the garden,
Each fine day,
With my kite,
I like to play,
I fly my kite,
Each fine day.

Teacher's Guideline: Read each verse aloud and ask students to repeat after you. Ask students to read aloud in chorus more than once. Encourage them to learn the poem by heart.

Neither stop yourself nor others from doing good.

3.1 Listening and Speaking

Listen and repeat

Teacher's Guideline: Explain to students about the greetings. Explain how they are used by calling students in front of the class and getting them to do a role play. Let children read the dialogue on this page and practice in the classroom.

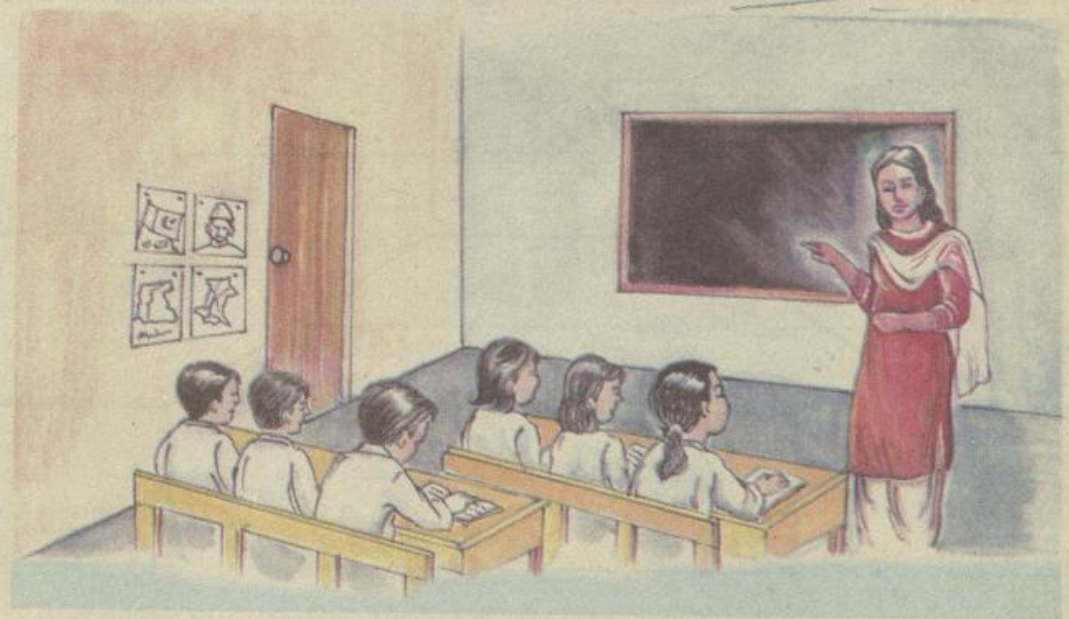
We Like our Teachers

We like our teachers because they help us in our studies. They are kind and just like our parents. They also love us as their pupils.

They teach us every thing that we need to know. They teach us English and Science. We learn about our lovely country Pakistan from them. We learn about our religion Islam. They tell us about the world. They teach us how to live in peace.

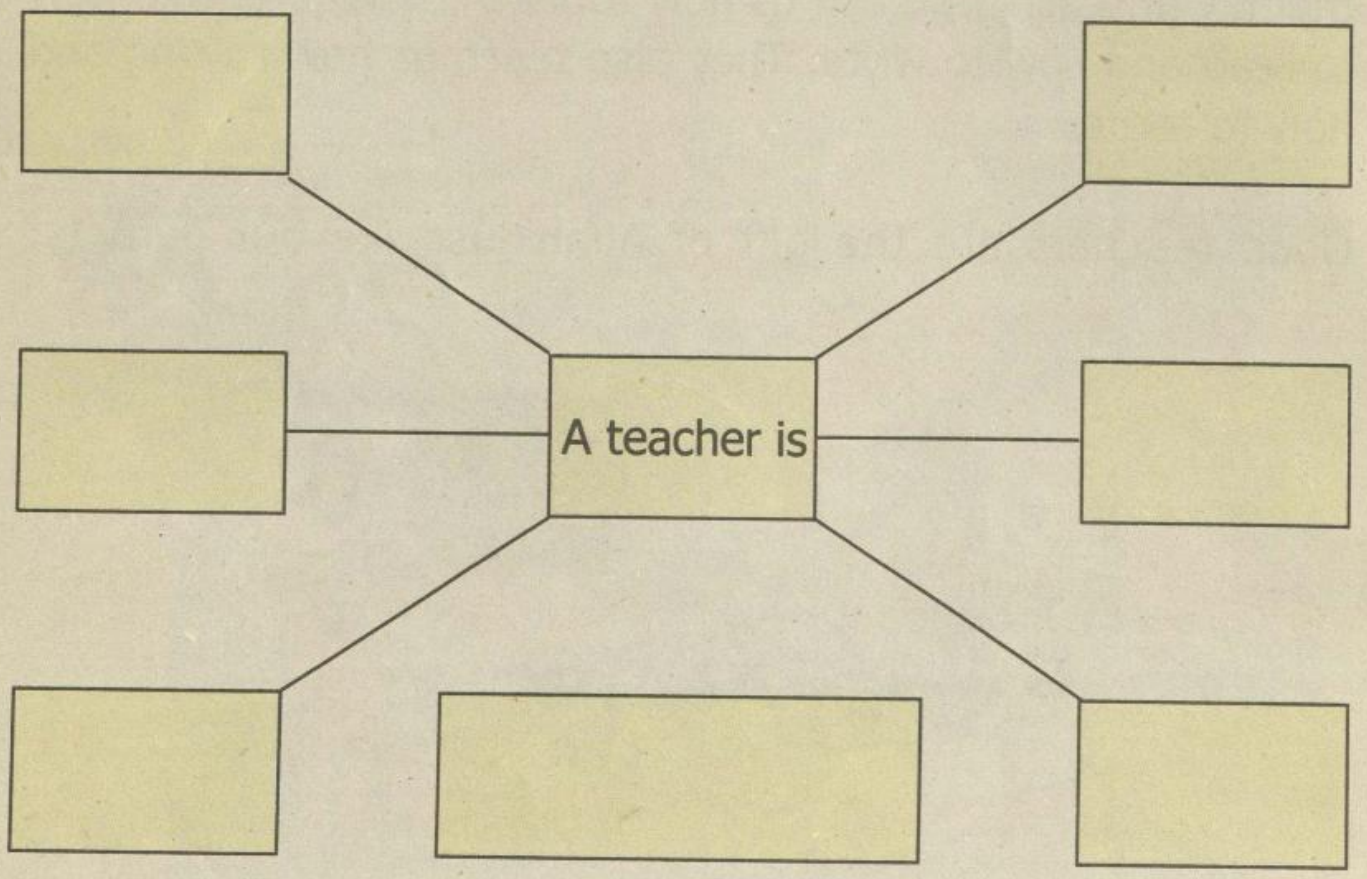
Our teachers tell us how to behave in the classroom, in the play ground and at home. We learn how to meet people and to greet them. Our teachers teach us how to listen, how to speak, how to read and how to write. They also teach us how to sing and how to recite.

Good teachers are the gift of Allah just like our parents.



Exercise 1. Write down the words in the boxes which describe the teachers in the text:

helpful	rude	kind
friendly	religious	strict
proud	uneducated	well-mannered
disciplined	peaceful	patient



Exercise 2: Read the text again and write down three important duties of teachers:

Example: Teachers tell us how to behave in the classroom.

1. _____
   _____

2. _____
   _____

3. _____
   _____

Exercise: 3: Read the text and explain the meaning of the sentence in your own words:

"Good teachers are the best gift of Allah just like our parents".

_____
_____
_____
_____

Write down five questions that you may ask your teacher to take permission.

Example: May I go to drink water?

Q.1.

Q.2.

Q.3.

Q.4.

Q.5.

Punctuation:

Capital Letters: Capitals come at the beginning of sentences.

You use them for names, days and months. You also write "I" as a capital.

Example: The teacher says Ali and I come to school on Monday, the 14th of August.

Teacher's Guideline:
Explain the use of Capital Letters with examples in the classroom.

Look at the pictures and write the story:

Ali and Imran are playing hide and seek.

Fill in the following form:

1. Draw in the box your own face or paste your photograph:

Name of your school:

_____

_____

_____

2. Your name: _____

3. Your Address: _____

_____

_____

4. Your favourite food: _____

5. Your favourite animal: _____

6. Your favourite colour: _____

7. Your favourite subject: _____

8. What do you like?

I like _____

_____

4.1 Listening and Speaking: Asking, Request and Permission.

Listen and repeat:

What are you doing?

Teacher's Guideline: Begin the lesson by asking questions about the students what they are doing in the classroom. Read the dialogue aloud in the classroom and ask students to follow. Call two students in front of the class and ask them to perform the dialogue.

4.2 Reading Comprehension

Rainbow

Look at the colourful band in the sky. What is it?

This is a rainbow. You can see seven colours in it: yellow, orange, red, blue, green indigo and violet. Colours make everything beautiful.

All the things around us have colours. Grass, trees and plants are green. The sky and sea are blue. Apples and tomatoes are red. Mangoes and bananas are yellow. Flowers have all the colours: red, pink, purple, orange, white, blue and yellow.

We make colours with the help of other colours. We mix yellow with blue to make the green colour. We can make the orange colour by mixing yellow into red. We can mix blue with red to make the purple colour.

We thank Allah for a colourful world.

Teacher's Guideline: Ask students to remember the word :VIBGYOR" for making the rainbow colours.

Exercise 1: Arrange all the seven colours as they appear in the rainbow:

Example:

1: Red _____

2: _____

3: _____

4: _____

5: _____

6: _____

7: _____

Exercise 2: Complete the following table after re-reading the text:

Things found in Nature	Names of the fruits
Example: grass	Example: mangoes
_____	_____
_____	_____
_____	_____
_____	_____

Colours:

Fill in the blanks with the correct word from the box given below:

Mangoes	Roses	Parrots	Coal	Sky
Milk	Oranges	Brinjals	Potatoes	

1. _____ are yellow.
2. _____ are purple.
3. _____ are green.
4. _____ is white.
5. _____ is blue.
6. _____ are orange.
7. _____ is black.
8. _____ are red.
9. _____ are brown.

(* Brinjals : aubergines, fruit of the egg plant)

4.3 Language Practice Verbs: has/have

Exercise: Tick (✓) the correct verb and write in the box:

Example: I [has / have] two pencils. [have]

2. A rainbow [has / have] seven colours. [ ]

3. They [has / have] a paint box. [ ]

4. I [have / has] a red crayon. [ ]

5. A zebra [have / has] black and white stripes on his skin. [ ]

6. Marvi [has / have] long hair and blue eyes. [ ]

7. We [have / has] a colourful world to live in. [ ]

8. All flowers [has / have] colours. [ ]

9. A lion [has / have] sharp teeth. [ ]

10. Noor [have / has] a box of colour pencils. [ ]

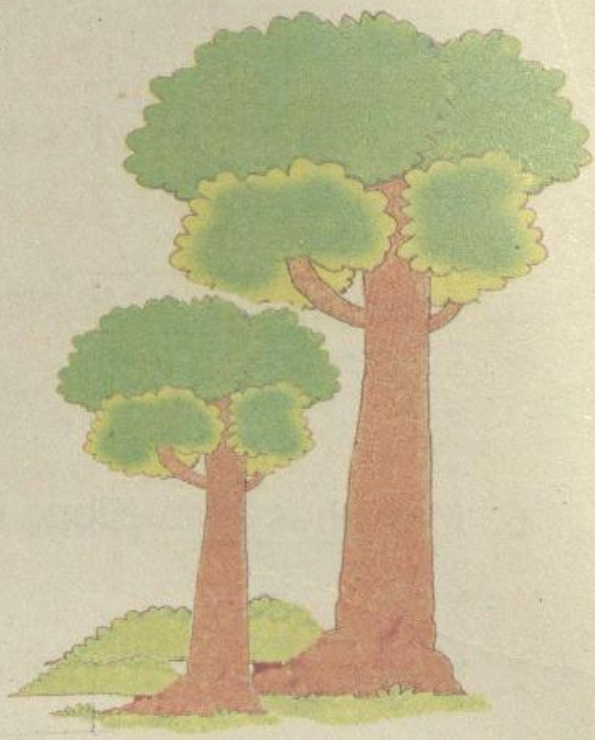
Teacher's Guideline:
Explain through example the use of has/have.

Writing:
Colours around us

1. How many colours do you find around you at school and at home? Write them down:

2. Write five sentences about the colourful things you like:

Example: I like green trees.



MY FAVOURITE COLOUR

1. Write down one letter from each word written in colours. Join them to guess the word:

WHAT AM I?

My first letter is in **car** and also in **rat**, ☐

My second letter is in **far** and also in **bat**. ☐

My third letter is in **ink** and also in **brink**, ☐

My fourth letter is in **sink** and also in **drink**. ☐

My fifth letter is in **boy** and also in **boil**, ☐

My sixth letter is in **toy** and also in **oil**. ☐

My seventh letter is in **water** and also in **window**, ☐

My whole is something **which** sometimes **lies**, ☐

Above your head in the skies. ☐ ☐ ☐ ☐ ☐ ☐ ☐

2. Ask other students the following question:

Question: What is your favourite colour?

Name of the colour	Number of the students
Example: Red	5

5.1 Listening and Speaking
Making a request/Thank you

Teacher's Guideline: Write the two expressions 'Please' and 'Thank you' on the blackboard and ask students "When are these words used?" Remind them by doing a role play with one of the students. Read the dialogue. Put students in pairs and assign them the roles of father and the girl / boy to practice the dialogue.

5.2 Reading Comprehension

My Daily Activities

I get up early in the morning. I brush my teeth and wash my face. Then I say my prayers and have my breakfast. After that I change my clothes and comb my hair. Then I pick up my bag and go to school. When I come back home, I have my lunch. I do all my homework in the afternoon. In the evening, I go to the playground and play with my friends. After dinner, I say my prayers and go to bed.

Teacher's Guideline: Ask students about their daily activities. Ask them "When do you get up?", "What do you do every morning?". Write the responses on the blackboard. Underline the action words and explain the rules. Read the text aloud while students follow. Ask students to read the text silently and identify the action words.

Reading Comprehension Exercise

Read the text and look at the pictures on page 32. Put a tick (✓) or cross (✘) in the box. The first one has been done for you:

1. I say my prayers early in the morning ☐
2. I comb my hair myself. ☐
3. I go to school with my friends. ☐
4. I play in the evening. ☐
5. I do my homework at night. ☐
6. I have my dinner first and then I say my prayers. ☐
7. I pick up my umbrella and go to school. ☐
8. I get up early in the morning. ☐
9. I have my lunch when I go to school. ☐
10. I do all my homework in the afternoon. ☐

Example: **Asad does these things in the morning:**

polishes, combs, washes, brushes, takes, drinks

Exercise 1: **Put each of these words in the right box below. The first one has been done for you.**

1. Asad [brushes] his teeth.

2. He [ ] his face.

3. He [ ] his hair.

4. He [ ] his shoes.

5. He [ ] his breakfast.

6. He [ ] a glass of milk.

Teacher's Guideline: Tell students that this is Asad's story. It tells about some of the things Asad does in the morning. Write the action words given in the box on the blackboard. Read them out to the students. Ask them to look at the pictures and select the words that match the actions. Ask them to write the correct word in the small boxes. Go round and check students' work.

Exercise 2. Write three things that you do in the morning.

Example: I brush my teeth

1. I _____
2. I _____
3. I _____

Exercise 3.

Draw 2 things that you do in the morning and write a verb below:

1._____ 2._____

Exercise: Write down the full answers to these questions:

1. What is your name?

2. Where do you live?

3. How many brothers do you have?

4. How many sisters do you have?

5. What is your favourite fruit?

6. What is your favourite food.

Teacher's Guideline: Write down these questions on the blackboard. Now ask students to write the answers. Help them if they need.

1. Find the names of the animals and fruits given in the box. The first one is done for you.

dog, zebra, lion, goat, apple, mango, horse

b	z	e	b	r	a	z
t	v	h	o	r	s	e
a	d	m	d	o	g	n
p	a	p	p	l	e	c
t	x	z	g	o	a	t
h	m	a	n	g	o	v
l	i	o	n	k	t	s

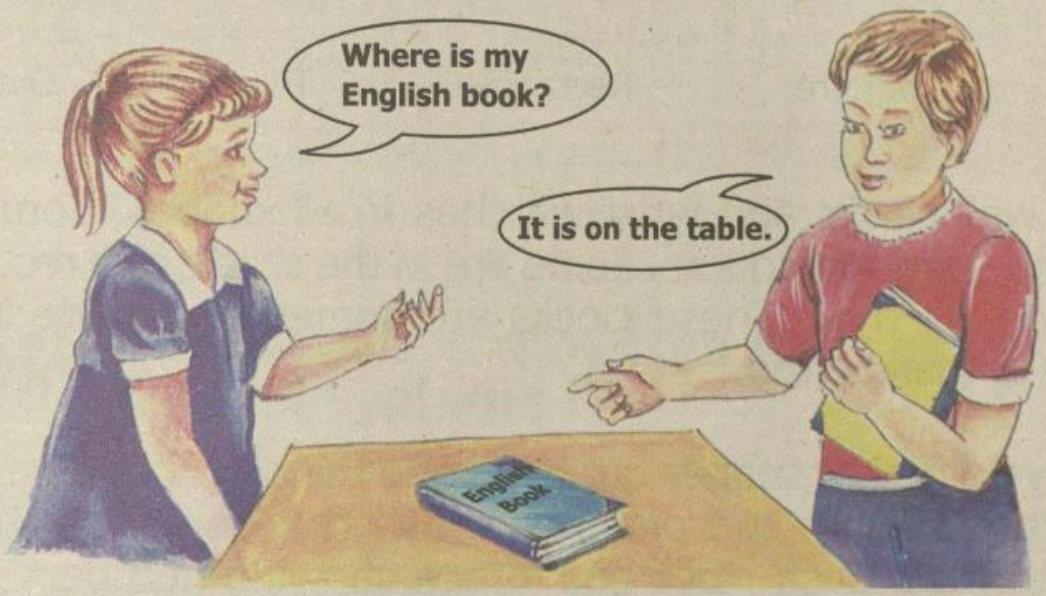
How many words can you make out of the word in ten minutes.

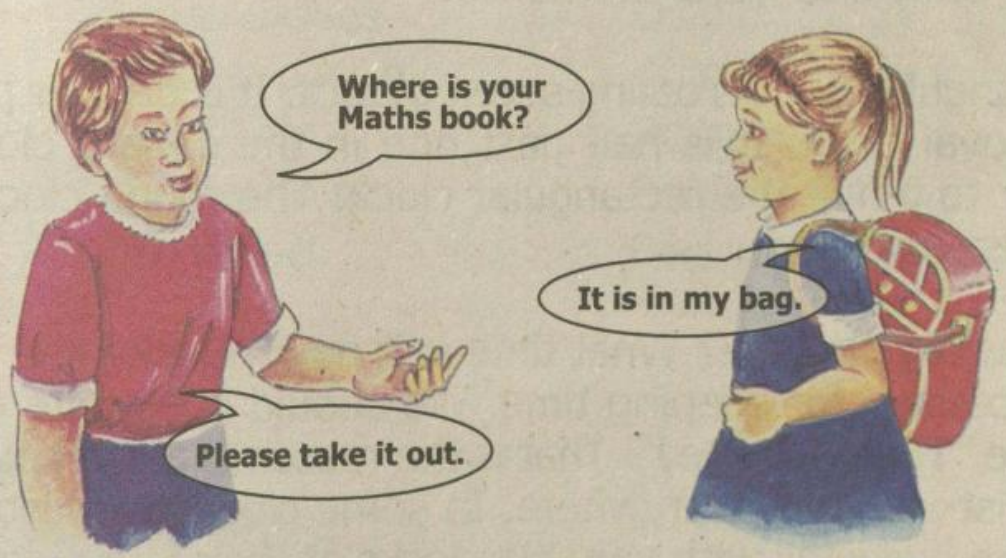
UMBRELLA

1. All _____ 2. _____ 3. _____ 4. _____
5. _____ 6. _____ 7. _____ 8. _____
9. _____ 10. _____

6.1 Listening and Speaking Asking and Answering Questions

Listen and repeat:

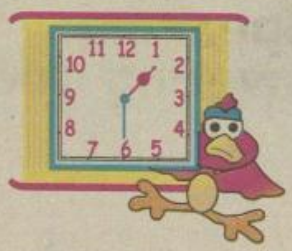




Teacher's Guideline: Begin the lesson by describing the position of various things in the classroom. Write the words 'in', 'on', 'out', and 'near' on the blackboard. Repeat the procedure by describing the position of various other things in the classroom. clearly explain that 'in', 'on', 'out' tell us about the position of things. Ask students to read the dialogues.

What is the time?

Circle



Square

Rectangle

Triangle

Oval

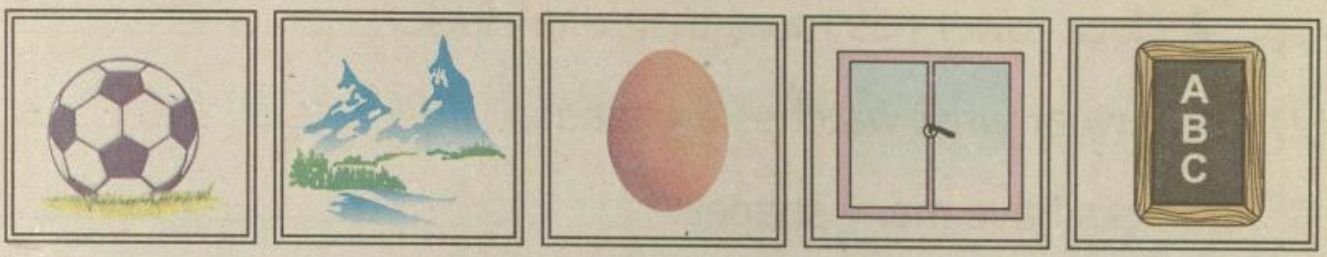
We see wall-clocks and wrist-watches in all shapes. Some are round and some are square. Some are in the shape of a rectangle and some are oval. These clocks are sometimes made in the shape of a triangle too.

They have different shapes but have one thing in common. They all tell the time. In the pictures above the clocks are telling different times. Each clock has a face showing numbers up to twelve. They also have two hands.

The triangular clock is telling seven o'clock. It is quarter past nine in the oval clock. It is half past one in the square clock. It is quarter to ten in the rectangular clock. The round clock shows that it is ten o'clock.

Can you tell the time? What time is it now? Clocks and watches are necessary for keeping time. We should not waste our time because "Time is money". That is the reason that we have clocks and wrist-watches everywhere. In some cities in Pakistan there are large buildings with very big clocks at their four sides. These buildings are known as 'clock towers' or 'ghanta ghar'. Our school follows a fixed timetable. At the end of every period a bell rings to tell the time.

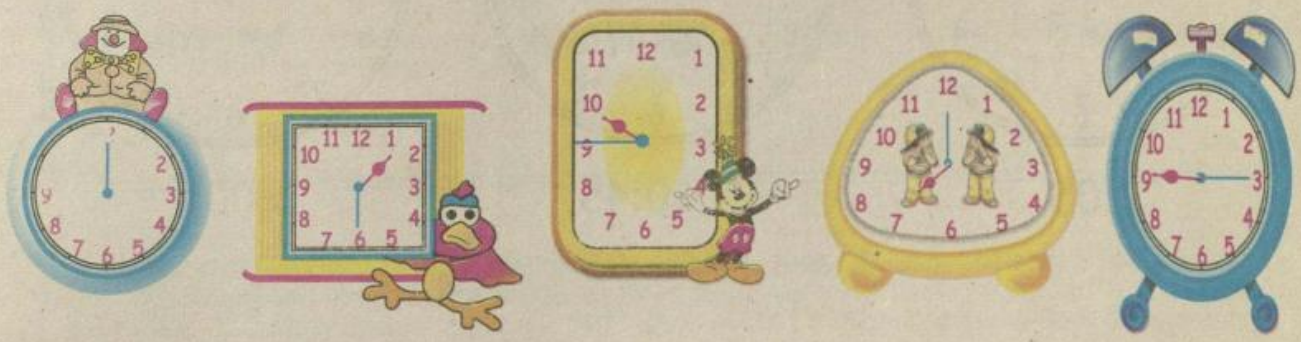
Exercise 1: What are these shapes? Write them down:



1._____ 2._____ 3._____ 4._____ 5._____

Exercise 2: Match the written timings in column A with shapes in column B:

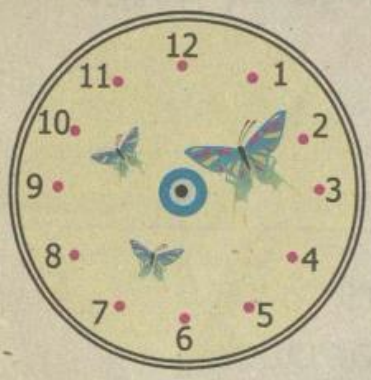
A	B
Seven o'clock	Oval clock
Quarter past nine	Triangular clock
One thirty	Round clock
Quarter to ten	Square clock
Ten o'clock	Rectangular clock



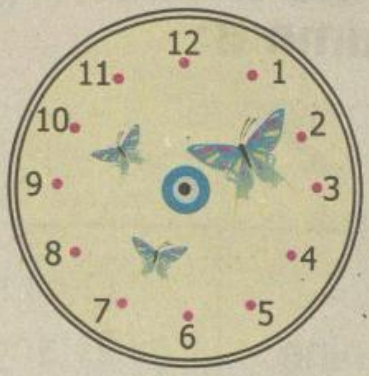
Exercise 3: Write True or False:

1. A clock tower has more than one clock. _____
2. We wear wrist watches on hands. _____
3. Clocks have many shapes. _____
4. A clock has a face and two hands. _____

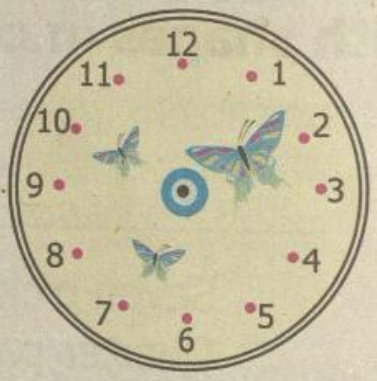
Exercise 4: Draw hands of the clocks to show the timings:



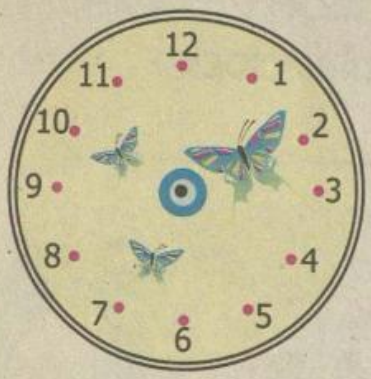
12:45



8:00

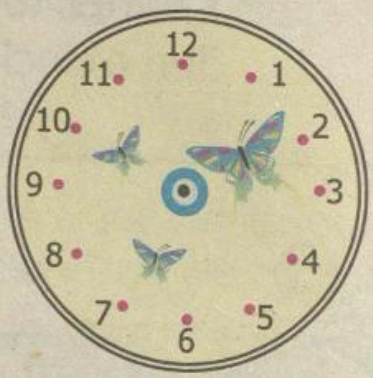


10:15



7:05

10:45



3:00

6.3 Language Structure
Prepositions: with, under, on, in, near

Exercise 1: Look at the pictures and tick (✓) the correct box:

sitting

1. The cat is standing [near] [under] the bench.
2. The girl is sitting [on] [under] the bench.
3. The girl is playing [on] [with] a doll.
4. The dog is sitting [near] [under] the cat.
5. The boy is swimming [under] [in] the pond.

Exercise 2: Choose one word from each column and make meaningful sentences:

Ali			with	the bench.
Shakil		sitting	under	a tree.
Amna		swimming	near	the cat.
A dog	is	standing	on	a ball.
Aslam		playing	in	the pond.
A boy				

Teacher's Guideline: Explain how to do exercise number 2. Copy the substitution table on the blackboard and show students how to make sentences. Put students in pairs and ask them to make as many sentences as they can in their notebooks. Check their work.

Exercise 3: Look at the pictures and fill in the blanks with the words given below. The first one has been done for you.

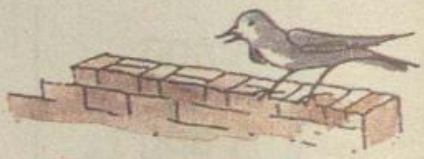
in	with	on

Example: She is playing with a ball.

1. The duck is swimming _____ the pond.

2. The teacher is writing _____ the blackboard.

3. She is writing _____ a piece of chalk.



4. The crow is sitting _____ the wall.

5. The children are sitting _____ the classroom.

Teacher's Guideline: Write 'in', 'on' and 'with' on the blackboard and explain the meanings. Read the instructions given on top of the page and explain to students what they are expected to do. Check their work.

6.4 Writing

Answering question with the help of a time-table

Exercise 1: Read the time-table and answer the questions:

Items / Period	I	II	III	IV	V	VI	VII
Monday	8.30 English	9.00 Urdu	9.30 Maths	10.00	10.30 S.Studies	11.15 Science	12.00 Islamiat
Tuesday	=	=	=	K	=	=	=
Wednesday	=	=	=	A	=	=	=
Thursday	=	=	=	E	Art	=	=
Friday	=	=	=	R	=	=	=
Saturday	=	=	=	B	=	=	=

1. How many subjects do we have? _____
2. Which period is of English? _____
3. When does the Maths period start? _____
4. When is the break? _____
5. When does the last period start? _____

Exercise 2: Read and write:

1	One	1		21	twenty-one
10	ten	_____		32	_____
20	twenty	_____		45	_____
30	thirty	_____		25	_____
50	fifty	_____		47	_____

In the Morning Light

Good night,
Sleep tight,
Wake up bright,
In the morning light,
To do what's right,
With all your might.

All rights reserved with the Sindh Textbook Board, Jamshoro.
Prepared and produced by the Sindh Textbook Board, Jamshoro
and prescribed by the Education Department,
Government of Sindh for the schools in the Province of Sindh.
Reviewed by the National Review Committee,
Ministry of Education, Curriculum Wing,
Government of Pakistan, Islamabad.

قومی ترانہ

پاک سرزمین شاد باد　　کشورِ حسین شاد باد
تو نشانِ عزمِ عالی شان　　ارضِ پاکستان
مرکزِ یقین شاد باد

پاک سرزمین کا نظام　　قوّتِ اُخوّتِ عوام
قوم، ملک، سلطنت　　پائندہ تابندہ باد
شاد باد منزلِ مُراد

پرچمِ ستارہ و ہلال　　رہبرِ ترقّی و کمال
ترجمانِ ماضی، شانِ حال　　جانِ استقبال
سایۂ خدائے ذوالجلال

Publisher Code No: 163			Serial No: 23368
Price	Quantity	Edition	Month & Year of Publication
14.95	50000	Second	May - 2005